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ABSTRACT

Designed to provide an experience as close as possible to the actual assessment, this paper presents the revised model of assessment in reading for the Michigan High School Test (HST). The revisions incorporated into the paper reflect the testing transition from the High School Proficiency Test to the HST. The first part of the paper presents reading selections and multiple choice questions on the theme of whether understanding similarities and differences among people influence one's behavior. The second part asks students to write an extended response related to the reading selections in Part One. A scoring guide used to score all written responses to the HST and an answer key for the multiple choice questions are attached. (RS)

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Michigan Educational Assessment Program

High School Test



Reading

Revised Model of the Assessment



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April 1998
Michigan Educational Assessment Program

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These materials were designed to provide an experience as close as possible to the actual assessment. For purposes of clarity, however, some directions from the real assessment have been modified.

On the actual Michigan High School Test (HST), students **MUST** record their answers to the multiple-choice questions and their written response to the Reading Selections in a separate answer document. They must use a No. 2 pencil for the multiple-choice part and blue or black ink on the written part. They may not use correction fluid. If corrections are needed on the written response on the HST, students are asked to cross out the error and write the correction above or next to it.

The core content of the Model of the Assessment remains unchanged. The new revisions reflect the testing transition from the HSPT to the HST.

PART I

DIRECTIONS

In this test, you will demonstrate your reading abilities by reading selections that are all related to the same focus which is stated below. It is important to keep the focus in mind as you are reading the selections and answering the test questions.

This test has two parts. You will have at **LEAST** 45 minutes to finish Part I and 30 minutes to complete Part II. If necessary, additional time will be provided. If you wish, you may write some notes or highlight sections in your test booklet.

Part I includes multiple-choice questions for each of the individual reading selections and multiple-choice questions that ask about two or more of the reading selections. In Part II, Response to the Reading Selections, you will be asked to write a thoughtful one- to two-page response to a scenario and a question related to the scenario.

Begin Part I by reading the first selection. After you have finished reading, turn the page and begin marking your answers. For each multiple-choice question, choose the **BEST** answer; mark only that one answer. If you are not sure of the answer to a question, make your **BEST** choice and go on to the next question.

Use only a No. 2 pencil to mark your answers.

When you have finished answering the questions for the first reading selection, repeat this process for the remaining reading selections.

If you do not understand any of these directions, please raise your hand.

FOCUS: "Does understanding similarities and differences among people influence one's behavior?"



In the history of baseball, few players with his handicap had made it to the Major Leagues. But Curtis Pride had some special reasons to keep trying

The Loudest Cheer

BY MICHAEL BOWKER

SLUMPED on the locker-room bench, the young ballplayer was oblivious to the noise of showers and banging lockers of the other players. Curtis Pride was trying to concentrate his thoughts.

The past few weeks had been difficult. He had broken up with his girlfriend, and he missed his family back home in Silver Spring, Md. Now, his minor-league team, the Binghamton (N.Y.) Mets, had lost another game. Pride had struck out, extending a batting slump that summer of 1992.

As Pride pulled off his jersey, he felt as low as he could get. Then turning his head suddenly, he caught sight of his teammates. One was gap-

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ing stupidly, in mocking fashion. Another held his hand behind his ear as if he were deaf. Others were laughing. When they saw Pride looking, they stopped and turned to their lockers.

Curt fought for breath. *My own teammates!* Anger overwhelmed him, and he stood and faced the taunting players. The locker room grew quiet as Pride, fists clenched, his powerful six-foot frame tensed, walked slowly toward the two men.

They watched warily as Pride stopped just inches away. "I can't hear you, but I can think and I can feel, just like you," he said in carefully measured tones. "My handicap is deafness. Yours is intolerance. I'd rather have mine."

The players were surprised by the eloquent words, so unlike what is usually heard in a locker room. They looked away, embarrassed.

As he turned to leave, Pride suddenly wanted to quit. All his progress, the years of effort and sacrifice, seemed to come to nothing. His dream of becoming a Major League baseball player, the first deaf one in nearly 50 years, was fading.

When their robust baby boy Curtis was born in December 1968, Sallie Pride, a registered nurse, and her husband, John, a consulting firm executive, were ecstatic.

By the time Curt was five months old, however, Sallie decided that her boy's vocal sounds, which were often high-pitched screeches, did not seem normal. One morning Sallie and

John sat Curt down on a rug and knelt behind him. "Curt," Sallie called out softly. The boy didn't respond. Then John called, louder. Curt didn't move. Finally, desperate, John shouted, "Curtis!" There was no response.

Sallie looked at her husband with tears in her eyes. "Our baby can't hear us," she said. Doctors never found the cause.

With an irreversible 95-percent hearing loss, Curt attended special classes in his Washington, D.C., suburb. But the studious boy never learned sign language. Instead, Sallie and John chose a program to help their son read lips. They were aware that some children who used sign language would never learn to speak because they could fall back on the signing when they were misunderstood.

"He feels isolated enough already," John told Sallie. Then he added, "I think sports might help. He can meet other kids and compete on an equal footing." Sallie agreed, and six-year-old Curt was enrolled in a local Tee-ball league, a youth version of baseball.

Curt came to the plate in his first game with a runner on base. Sallie and John watched from the stands as he hit the ball over the center fielder's head. Curt flew around first and caught up with the other runner before they reached second. Unsure of the rules, Curt hesitated, then darted around the slower boy.

Laughing, Sallie and John shouted, "No! No!" But Curt, his eyes alive with excitement, tore around third

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and raced home. "I'm going to be a baseball player!" he repeated over and over that night.

IN FOURTH GRADE, Curt was allowed to take some regular classes with hearing students. "I'm finally going to be with all the other kids," he told his mother excitedly. But the first day, Curt came home vowing never to return. Boys had taunted him in the hallways and on the playground, mocking his different speech.

Sallie wrapped her arms around her son. "There will always be cruel people," she said, holding him for a long moment. "But you can never, ever let them stop you from doing what you want to do."

From that day forward, Curt wore his mother's advice like armor.

In seventh grade, Curt was given the choice of continuing his special classes or attending a nearby junior high. Against the advice of school authorities, Curt chose the neighborhood school. "I know I can do it," he pleaded. His parents agreed.

Curt's teachers tried to remember that he depended on lip-reading, but on occasion they forgot and spoke facing the blackboard. Outside class, Curt struggled futilely to follow the other students' conversations.

By the end of the first week, he knew he needed help. During a Saturday game of catch, he talked it out with his father. "Sometimes," John told him, "you have to be brave enough to trust someone."

The following Monday, when a shy student named Steve Grupe sat

down beside him, Curt took that chance. "Hi, I'm Curt Pride, and I'm having a little trouble," he said. "I wonder if you can help."

To his relief, the boy smiled. "Sure," said Steve, who knew Curt's reputation as an athlete, "if you give me some baseball pointers!"

The boys became inseparable, studying at each other's houses and playing soccer and baseball in the park. Steve helped Curt take notes, and when teachers turned their backs in class, he mouthed their words. As Curt, excelling in sports, became popular in school, he introduced Steve to everyone he met.

Curt's athletic gifts became brilliantly apparent in high school, where he won national recognition in soccer and set school records in basketball. But baseball was his first love. After high school, he was drafted by the New York Mets and also accepted a basketball scholarship from the College of William and Mary.

Going to college meant missing much of the season with the Mets' farm teams each year. Not until he graduated could Pride turn to baseball full time. In 1991 at the Mets' level-A farm club in the Florida State League, he attended spring training and played a full season for the first time. The year proved disappointing. Though Curt was good enough to get promoted to the Binghamton AA team in 1992, he didn't feel he was considered a strong Major League prospect. In Binghamton his play deteriorated. Finally, he was benched. Pride became with-

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READING SELECTION #1

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drawn. Then the locker-room taunting occurred, deepening his summer slump.

Feeling despondent, Pride called his parents on his text telephone, a computerlike machine with a keyboard and small screen. "I think the Mets have lost faith in me," he typed. "I'm not sure I want to go on."

That night, John and Sallie drove to Binghamton. The next morning they took Curt to breakfast near the team's hotel. "Honor your commitment to finish the season," his father advised. "Then, if you choose not to play baseball, that's fine. Just make sure it's *your* decision."

At home in Silver Spring after the season ended, Pride thought seriously about giving up on baseball. In the back of his mind, he began to think that deafness really was too big an obstacle to overcome. Then something changed his mind.

CURT PRIDE returned to a job he had enjoyed during the previous off-season, helping students with learning and physical disabilities at his old high school. Now he was asked to tutor a class of ninth-graders.

On his first day, Pride sat beside a dark-haired boy. "I don't need your help," the boy snapped. "Stay away."

All the students were watching, and Pride knew he was being tested. "I'm only here to help show you what you can do," he responded, "not tell you what you can't."

Within a week, the students were peppering Pride with questions about baseball and being deaf. Then one

day, the dark-haired boy asked Pride, "Aren't you afraid people are laughing behind your back?"

"You just have to be tough enough to ignore them," Pride answered. "What matters isn't what they think, but what you think about yourself."

On his last day, the entire class crowded around. "You're cool, man. We'll be following your career," said one boy who later surprised teachers by making the honor roll.

Pride scanned their faces. How could he admit that his own challenge was too great? "I'd be letting them, and myself, down if I quit now," he later told his mother.

Before baseball season began, Pride got an offer from the Montreal Expos. As a free agent, Pride could sign with any club. When the Expos promised he would play every day, he quickly agreed.

At the team's Harrisburg, Pa., farm club, manager Jim Tracy knew Pride's strengths—and his weaknesses. He persuaded Pride to quit thinking about home runs and concentrate on getting on base, where he could take advantage of his speed.

Pride started the 1993 season brimming with confidence. Hitting to all fields, he tore up the league. In late June, Pride was promoted to the Expos' AAA farm club in Ottawa. He continued his torrid hitting, and by September he was wondering whether he would get a shot at the Majors that season.

On the morning of September 11, Pride was outside the Ottawa locker room when one of the play-

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ers said manager Mike Quade wanted to see him. Pride and his teammates had been playing good-natured jokes on one another, and Pride figured he was being set up.

He walked cautiously into the locker room and saw Quade, smiling, on the telephone. From across the room, he lip-read Quade's final sentence: "Yeah, I'll tell Curt he's being called up."

Pride felt a thrill. He was being called up to the Major Leagues!

CURT PRIDE WAS STARTLED when Montreal Expos manager Felipe Alou yelled out his name. The Philadelphia Phillies were leading Montreal 7-4 in the seventh inning. With one out and two runners on base, Pride thought Alou would send in a more experienced pinch hitter. But Alou was calling him.

In his first time at bat a few days before, Pride had driven the ball deep to right. "I can hit Major League pitching!" he told his parents. Now his old friend Steve Grube was in the stands to watch him play, and his new team was depending on him.

Bobby Thigpen, the Phillies' flame-throwing relief pitcher, was on the mound. As Pride gripped the bat, Thigpen fired a hard slider. Pride waited; then at the last moment his bat exploded across the plate. The ball shot like a bullet between the

outfielders and bounced all the way to the wall.

Racing around first, Pride slid into second in a cloud of dust. Safe! Both runners scored! In the stands, Steve Grube leapt up, pummeled the air with his fists and whooped.

Excited, Pride looked to third-base coach Jerry Manuel to see if he had the green light to steal on the next pitch. But Manuel was motioning to the stands. Pride looked up. All 45,000 fans were on their feet, stamping and cheering.

As Pride stood, frozen, the thunderous ovation continued. Manuel, tears welling in his eyes, motioned for Curt to doff his cap.

Then, as the stamping and cheering reached a crescendo, something incredible happened. It started as a vibrating rumble, then grew more intense until, for the first time in his life, Curt Pride actually heard people cheering for him. The silent curtain that had separated him from his dream had parted.

Montreal Expo Curtis Pride proved his big-league potential that first season with four hits in nine at bats—a .444 average. In addition to his double, he batted a triple and a home run.

"My message for people with disabilities—or to any person who has been told he can't do something—is simple," says Pride. "Ignore it. The answers are inside your own heart."

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DIRECTIONS: For each question, choose the BEST answer. You may look back at "The Loudest Cheer" as often as necessary.

"The Loudest Cheer"

Questions 1-6

- 1 What is the central purpose of this article?
 - A to emphasize the importance of education for athletes in professional sports
 - B to point out that disabilities do not have to prevent someone from achieving goals
 - C to describe the struggle one goes through to become a major-league baseball player
 - D to tell about Curt Pride's difficulties as he grew up deaf

- 2 How did Curt's view of his disability influence his behavior?
 - A He chose to use it as an excuse for his failures.
 - B He chose to use it to get special privileges.
 - C He chose to concentrate on it.
 - D He chose to ignore it.

- 3 During Curt's batting slump, how did his teammates respond?
 - A They made fun of his disability.
 - B They ignored his poor performance.
 - C They encouraged him not to give up.
 - D They downplayed the impact of his disability.

- 4 How did Curt's work with the children influence his life?
 - A It convinced him to change his goal to become a teacher.
 - B It showed him that he could not overcome his disability.
 - C It helped him to refocus on his goal.
 - D It made him more aware of his limitations.

-
- 5 What was the similarity between Curt's manager and his parents?
- A They encouraged him to focus on his strengths.
 - B They lost faith in his ability to play baseball.
 - C They tried to persuade him to alter his goals.
 - D They were overprotective of him because of his disability.
- 6 What is the intent of the last italicized paragraph of this article?
- A to warn against those who pressure people to seek unachievable goals
 - B to suggest dependence on those who have better decision-making skills
 - C to encourage people to strive toward their goals despite obstacles
 - D to advise people to seek educational opportunities

Chief Joseph

1840?–1904

Chief Joseph, whose Nez Percé Indian name was In-mut-too-yah-lat-lat (which means "Thunder-Traveling-to-Loftier-Mountain-Heights"), was born in the Walla Walla Valley in Oregon. His father, the Chief of the Nez Percé, had been converted to Christianity in 1839, and Joseph was educated in a mission school. He became Chief after his father's death in 1871. Determined to keep the Nez Percé's vast territory, which he claimed had been given up in an earlier illegitimate "treaty," Joseph attempted to negotiate with government officials. These talks failed, and in May 1877, the Nez Percé received an ultimatum to move to an Idaho reservation within thirty days. In June, war broke out between the tribe and United States troops. Chief Joseph, who had learned military tactics as a youth observing soldiers' drills, led a brilliant retreat, fighting off federal troops while conducting warriors, women, and children over 1,600 miles toward the Canadian border. However, realizing that his tribe had little chance against an army, he surrendered on October 5 after a two-day battle in Kamiah, Idaho. After his surrender, he made this



memorable statement: "Hear me, my chiefs; my heart is sick and sad. From where the Sun now stands, I will fight no more forever."

Chief Joseph later delivered this speech in Washington, D.C.

The Words of Chief Joseph

I believe General Miles¹ would have kept his word if he could have done so. I do not blame him for what we have suffered since the surrender. I do not know who is to blame. We gave up all our horses—over eleven hundred—and all our saddles—over one hundred—and we have not heard from them since. Somebody has got our horses.

1. General Miles: Nelson Miles (1839–1925), who tracked down Chief Joseph's band of Nez Percé in northern Montana and accepted Chief Joseph's surrender. Miles had promised to let the Nez Percé return to the Northwest if they surrendered.

General Miles turned my people over to another soldier, and we were taken to Bismarck. Captain Johnson, who now had charge of us, received an order to take us to Fort Leavenworth. At Leavenworth we were placed on a low river bottom, with no water except river water to drink and cook with. We had always lived in a healthy country, where the mountains were high and the water was cold and clear. Many of my people sickened and died, and we buried them in this strange land. I cannot tell how much my heart suffered for my people while at Leavenworth. The Great

READING SELECTION #2

Spirit Chief who rules above seemed to be looking some other way, and did not see what was being done to my people.

During the hot days we received notice that we were to be moved farther away from our own country. We were not asked if we were willing to go. We were ordered to get into the railroad cars. Three of my people died on the way to Baxter Springs. It was worse to die there than to die fighting in the mountains.

We were moved from Baxter Springs to the Indian Territory, and set down without our lodges. We had but little medicine, and we were nearly all sick. Seventy of my people have died since we moved there.

We have had a great many visitors who have talked many ways. Some of the chiefs from Washington came to see us, and selected land for us to live upon. We have not moved to that land, for it is not a good place to live.

The Commissioner Chief came to see us. I told him, as I told everyone, that I expected General Miles's word would be carried out. He said it "could not be done; that white men now lived in my country and all the land was taken up; that, if I returned to Wallowa,² I could not live in peace; that law papers were out against young men who began the war, and that the government could not protect my people." This talk fell like a heavy stone upon my heart. I saw that I could not gain anything by talking to him. Other law chiefs came to see me and said they would help me to get a healthy country. I did not know who to believe. The white people have too many chiefs. They do not understand each other. They do not talk alike.

The Commissioner Chief invited me to go with him and hunt for a better home than we have now. I like the land we found (west of the Osage reservation) better than any place I have seen in that country; but it is not a healthy land. There are no mountains

and rivers. The water is warm. It is not a good country for stock. I do not believe my people can live there. I am afraid they will all die. The Indians who occupy that country are dying off. I promised Chief Hayes³ to go there, and do the best I could until the government got ready to make good General Miles's word. I was not satisfied, but I could not help myself.

Then the Inspector Chief came to my camp and we had a long talk. He said I ought to have a home in the mountain country north, and that he would write a letter to the Great Chief at Washington. Again the hope of seeing the mountains of Idaho and Oregon grew up in my heart.

At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad we came. I have shaken hands with a great many friends, but there are some things I want to know which no one seems able to explain. I cannot understand how the government sends a man out to fight us, as it did General Miles, and then breaks his word. Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief,⁴ the next Great Chief, the Commissioner Chief, the Law Chief, and many other law chiefs, and they all say they are my friends, and that I shall have justice, but while their mouths all talk right I do not understand why nothing is done for my people. I have heard talk and talk, but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country, now overrun by white men. They do not protect my father's grave. They do not pay for all my horses and cattle. Good words will not give me back my children. Good words will not make good the promise

2. Wallowa: the Wallowa Valley in Oregon.

3. Chief Hayes: President Rutherford B. Hayes, in office from 1877 to 1881.

4. Great Father Chief: President Hayes.

READING SELECTION #2

of your War Chief General Miles. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many misrepresentations have been made, too many misunderstandings have come up between the white men about the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small spot of earth, and compel him to stay there, he will not be contented, nor will he grow and prosper. I have asked some of the great white chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

I only ask of the government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in some country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be healthy; where they are now they are dying. Three have died since I left my camp to come to Washington.

When I think of our condition my heart is heavy. I see men of my race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If the Indian breaks the law, punish him by the law. If the white man breaks the law, punish him also.

Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty.

Whenever the white man treats the Indian as they treat each other, then we will have no more wars. We shall all be alike—brothers of one father and one mother, with one sky above us and one country around us, and one government for all. Then the Great Spirit Chief who rules above will smile upon this land, and send rain to wash out the bloody spots made by brothers' hands from the face of the earth. For this time the Indian race are waiting and praying. I hope that no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

In-mut-too-yah-lat-lat has spoken for his people.

DIRECTIONS: For each question, choose the BEST answer. You may look back at "The Words of Chief Joseph" as often as necessary.

"The Words of Chief Joseph"
Questions 7-12

- 7 What was the PRIMARY purpose of Chief Joseph's speech?
- A to request the return of the horses and saddles taken from the Indians
 - B to express appreciation for new land given to the Indians by the government
 - C to explain the United States government's position on the Nez Percé tribe
 - D to plead for fair and honest treatment of the Nez Percé tribe
- 8 Chief Joseph thought that the United States government
- A had too many leaders trying to take charge.
 - B wanted to be fair to his tribe.
 - C was sympathetic to the Nez Percé situation.
 - D felt responsible for finding the Indians a new home.
- 9 The United States government's treatment of Chief Joseph demonstrated that those dealing with the Indians
- A thought his ideas were good.
 - B had no respect for him as a leader of a separate nation.
 - C respected him as the leader of a separate nation.
 - D considered him an equal.
- 10 Why did Chief Joseph feel the Indian race must change?
- A Indians could no longer hold their own against the white man's expanding society.
 - B Indians were tired of living the old Indian ways.
 - C He believed the white man's way was better.
 - D He thought the Indians would get a new home more quickly.

-
- 11 In this speech, what did Chief Joseph mean by "good words"?
- A positive comments
 - B easy vocabulary
 - C empty promises
 - D truthful statements
- 12 What is the purpose of including the background material on Chief Joseph?
- A It describes the similarities between the Nez Percé tribe and the United State government.
 - B It provides necessary information for understanding his conflict with the United States government.
 - C It gives insight into his personality.
 - D It indicates why he would have been a good general if he had been in the army.



don't have to have bulging muscles or martial-arts training. They certainly don't have to be male. In fact, as the stories of these women demonstrate, the one thing heroes have in common is a selfless desire to help others.

"The boy was going to die."

On a sun-drenched spring afternoon in 1989, Judy Jonas, 48, a teacher at Burbank High School in California, had nothing more pressing on her mind than lunch. When the lunch bell rang, Judy and a colleague headed for a popular fast-food place nearby. The moment their car pulled into the restaurant parking lot, however, Judy knew that something was terribly wrong.

About 50 teenagers stood in the middle of the lot. A number wore black leather jackets and heavy motorcycle boots. "They looked tough and scary," Judy, a mother of four who teaches American government, recognized none of them. "They weren't from my school."

"Something's up," Judy said. She relaxed a little when she noticed a motorcycle policeman writing out a summons across the street. While her colleague rushed into the restaurant, Judy lingered to make certain the officer was still nearby. Then a pickup truck

tore in. Within seconds, five burly adolescents grabbed the young driver and beat him viciously.

A crowd gathered and Judy could barely see what was happening, but suddenly it came into horrifying focus. The frightened youngster, trying to run away, got smacked so hard that he somersaulted backward through the air and crashed onto the hood of his truck. "His eyes, ears, nose, everything was covered with blood," says Judy. Yet every other onlooker just stood by. "I couldn't believe it. They were kicking him mercilessly with these heavy motorcycle boots. It was a dangerous situation and I knew something had to be done."

"Help! Fight!" Judy yelled to the officer, but he didn't budge. (Later she learned that his police helmet made him unable to hear her.) "I didn't think there was time to run over to him. If someone didn't do something fast, that kid was going to die."

Judy pushed her way through the crowd. "I'm a teacher," she yelled. "It's over. Just get out of here." But the beating continued. The victim, doubled over on the ground, was being kicked "like a football. I could hear him moaning. I had to make them stop."

Judy hurled herself in front of the biggest assailant. "He was furious. His teeth were clenched, his veins popping out. I thought I was done for."

Her intervention allowed the victim to break away and limp across the lot to the policeman. "The confrontation was with *me* now and I didn't know what he was going to do."

Judy received a blow to her chest that catapulted her backward. She felt her head hit the concrete driveway, then two ferocious kicks to her back before police finally arrived. The assailants took off, but were later identified. Two teenagers were convicted of fighting in a public place

and a third was charged with battery.

The 16-year-old boy Judy saved required hospital treatment for a broken nose, separated shoulder, sprained leg and bruises all over his body. Judy suffered a concussion, a lower-back injury and permanent damage to nerves in her neck. As a result, she can't turn her

head without feeling pain, and tires easily.

Yet she doesn't regret her actions one bit. "If I didn't get involved and that boy died, how would I feel?" Besides, she says, "Helping others is a moral obligation. I just did what anyone else would have done."

"It was all up to me."



Ann Iben has "raised emotions" since her husband died. Though she rescued one child, Cheryl (center) saved five others from the fire that consumed a home across from her own.

Cheryl had barely begun to shovel when she noticed smoke billowing out of the house across the street. "It must be the chimney," she thought at first, but quickly realized "there was too much smoke—and it was coming from the back of the house." An elderly man and his son's young family shared the house. Were they all inside? Were they still sleeping?

Cheryl ran to her own door and shouted to her

Bravery was the last thing on the mind of Cheryl Ann Iben, 38, on that wintry morning in January 1991. Cheryl, a factory worker, went out to shovel snow from her driveway in Cedar Rapids, Iowa. Her two daughters, Tallie, then 16, and Lani, 11, were getting ready for school. Her husband was in the hospital.

daughters to call 911, then took off for the two-story wood house, about 100 yards away on a hill. As she ran, she passed the elderly owner of the house tottering down the block in a daze. When she reached the front door, his panic-stricken son burst through, wearing only a pair of boxer shorts. "Elizabeth. Elizabeth," he yelled, running around the house in a frenzy. He knew his daughter, age 2, was

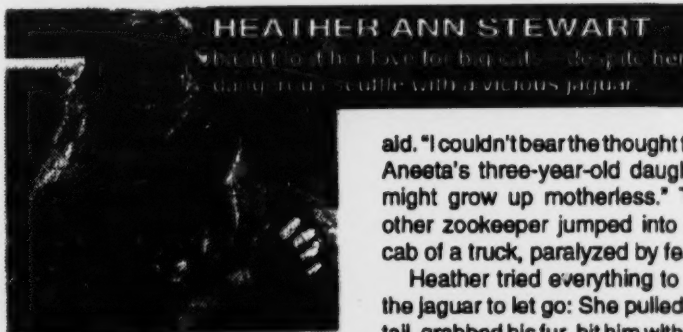
asleep in her room; he hoped his son, Michael, 4, had somehow gotten out. His wife had already left for work.

Inside, the fire roared and swelled. Windows were beginning to shatter. Smoke filled every crevice, turning the living room to pitch black in seconds. Standing at the open door, Cheryl couldn't see a thing, but she heard a high-pitched cry: "Mommy. Mommy."

Cheryl spun around for help but "no one else was there. I knew it was all up to me." The children's father and grandfather seemed to be in shock. Instinctively, Cheryl dropped to the floor and began to crawl into the burning house. Later, firefighters told her they never would have entered that house without fireproof suits and oxygen tanks.

Cheryl, feeling her way with her hands, was driven by the child's cries. With her fingers stretched to the limit, she felt a toy truck, then a blanket, then...a body part. It was Michael's arm. The frightened little boy had hidden under a pile of blankets and toys. Cheryl grabbed him and crawled back to the door.

Firefighters arrived shortly afterward, but it was too late to save Michael's little sister, who died of smoke inhalation in her crib upstairs. "We watched the firemen put out the fire and take Elizabeth's body from the bedroom window. We were all heartbroken," remembers Cheryl. Michael, his father and his grandfather were treated and released from the hospital. Cheryl still has "mixed emotions" about the incident. She's proud that she was able to save Michael but horribly sad that she couldn't save his little sister, too. Her neighbors and friends, however, have no mixed emotions. They know Cheryl risked her life to save a child who certainly would have died without her.



"Something was horribly wrong."

On a frigid spring morning in 1992, Heather Ann Stewart, 28, of Edmonton, Alberta, was put to the test. She and a co-worker, Aneeta Campbell, then 25, were feeding the large animals in the wildlife park where they worked. The lions, bears, cougars and tigers had all received their daily rations. Only one animal remained to be fed—the zoo's male jaguar.

Lugging a bucket filled with ground meat, Heather and Aneeta stepped into the jaguar's large cage. They weren't worried because the big cat was in his sleeping quarters, locked behind a thick metal gate. "We had no way of knowing that the latch was faulty," says Heather.

The two women filled the jaguar's food and water bowls. As they started to leave, Heather stopped to chat with another zookeeper near the gate. Suddenly, the other zookeeper yelled "He's out!" and fled in terror. Heather spun around and saw the jaguar lunge at Aneeta. "It happened so fast there wasn't anything she could do."

Aneeta lay on the ground, screaming for help, as the jaguar began to tear at her arm. Without hesitating, Heather dashed to her

aid. "I couldn't bear the thought that Aneeta's three-year-old daughter might grow up motherless." The other zookeeper jumped into the cab of a truck, paralyzed by fear.

Heather tried everything to get the jaguar to let go: She pulled his tail, grabbed his fur, hit him with the bucket and, in sheer desperation, jumped on top of him. "He held onto Aneeta like I wasn't there."

Only a few weeks earlier, Heather had seen the jaguar try to tear the metal fence apart with his teeth. He was in such a fury, she says, that "his eyes rolled back into his head. Now he had that same grip on Aneeta. Plus he had the taste of blood this time." When Aneeta stopped screaming, Heather's heart nearly stopped. "I was scared to death. I didn't know if she was still breathing."

Then she remembered a 12-pound sledgehammer in the truck. She sprinted for it. "I knew I had to make the first blow count or he'd go after me." She swung the hammer and struck the jaguar with all her might. She heard his ribs crack. "I knew I'd broken his strength." She hit the jaguar again and again until his body went limp. She then helped Aneeta, in shock and bleeding, into the truck.

Aneeta, her left elbow crushed, her body a mass of puncture wounds, was hospitalized for five days. While there, she gave her cross pendant to Heather and tearfully said, "Two angels were on my side; you were one of them."

Today, Aneeta is doing well, although she has limited use of her left arm. And Heather? She works in another zoo now. "I double check everything," she says. "I'm not paranoid; I just want to make sure that nothing like that ever happens again."



"I only did what I had to do."

Kristy Schellsmidt, 28, a cook in La Crosse, Wisconsin, often wondered what she'd do in a life-threatening situation. On August 29, 1990, she got her answer. While she was driving on a

two-lane road in Iowa, calamity struck. An 18-wheel semitrailer, swerving to avoid two stopped cars, crashed head-on into a pickup truck. The pickup burst into flames. Kristy slammed on her brakes, leaped out and ran to the pickup. Two farmers, Dean Bernhard, 51, and his brother, Donald, 44, were trapped inside.

When she got close, Kristy could see the unconscious driver slumped across the steering wheel, his hair on fire, his left arm smoldering. The other man was wedged underneath the passenger seat, his crushed legs "twisted like a pretzel," his toes in flames. Says Kristy: "The smells were sickening. I was afraid that the truck would blow up and kill us all."

The driver of the 18-wheeler was struggling to open the passenger door, so Kristy dashed to the driver's side. "Help me," she heard the passenger cry. Kristy tugged on the door, but it wouldn't open. "I kept thinking, 'I've got to get them out.'"

Finally the door cracked open. She reached in, grabbed the driver and, to her horror, felt her hands sink into his chest. "His rib cage was completely busted. I was afraid I was hurting him, but I had no choice. I had to get him out."

She quickly dragged the man to safety on the side of the road, then

sprinted back. The passenger was still in the pickup. The driver of the semi had gone back to his vehicle to get fire extinguishers. As Kristy yanked the man out, he screamed in agony. "I'm sorry, mister," she sobbed. "I'm so sorry."

Flames seemed to be everywhere. As Kristy started down the ditch with the screaming man, the pickup blew up. She jumped on top of him — "I had to protect him; everything went flying" — and they both rolled to safety.

When the ambulance called by a bystander arrived a while later, an exhausted Kristy fell apart. "I started crying, 'I want my mom.'" In fact, she says, "I cried for the next three months. I still cry."

The two farmers, each the father of two children, recovered after months in the hospital and numerous surgeries and skin grafts. Today they are good friends with Kristy. To show their deep appreciation, they bought her a ring with nine diamonds—one for each member of their immediate families, plus the ninth for her.

Says Kristy: "You can't just walk away. You hope you can do it, but you never know until you're tested. I surprised myself."

Medals for Heroism



In recognition of their courageous actions, Judy Jonas, Kristy Schellsmidt, Ann Stewart and Cheryl Ann Iben received the Carnegie Hero Fund Medal for bravery—an award given annually to citizens who risk their lives to save others. Heather also received the Canadian government's Medal for Bravery. Cheryl was given a special award for heroism from the governor of Iowa. None of these women feels like a hero, though. All insist they had to risk their lives for another. Heather expressed the sentiments of all when she said: "I wouldn't be able to live with myself if I'd just run away. What I did wasn't heroic. It was simply an act of humanity."

DIRECTIONS: For each question, choose the **BEST** answer. You may look back at "Heroes" as often as necessary.

"Heroes"

Questions 13-18

- 13** One important characteristic shared by the four women in this article was that
- A** they were all able to respond quickly to a variety of needs.
 - B** differences between them and their victims were never an issue.
 - C** their reactions were guided by their desire to be heroes.
 - D** their victims presented similar needs for assistance.
- 14** Judy Jonas never let her differences from the teenagers
- A** interfere with helping the youngster.
 - B** stop her from taking action for fear of being sued.
 - C** keep her from signaling the policeman.
 - D** prevent her from going back to the restaurant.
- 15** When coming to the rescue of Donald and Dean Bernhard, Kristy Schellsmidt never considered that she would
- A** need additional assistance to help.
 - B** be rejected as a possible rescuer.
 - C** be incapable of overcoming a dangerous situation.
 - D** need special equipment to save the victims.
- 16** By overlooking the dangers they faced, the women in this article showed that they
- A** were eager to confront disaster.
 - B** needed some excitement in their daily routines.
 - C** would do anything to be recognized as heroes.
 - D** considered everyone's life to be important.

-
- 17 The women in this article were called "heroes" because they
- A did not panic in a dangerous situation.
 - B were good role models.
 - C put their lives "on the line" to save others.
 - D did something newsworthy.
- 18 The "Medals for Heroism" section was included in this article to
- A encourage others to be brave.
 - B give credibility to the women's recognition.
 - C provide information about Andrew Carnegie.
 - D note that it is only given to women.

DIRECTIONS: For each question, choose the BEST answer. You may look back at all of the selections as often as necessary.

- 19 Both Curt Pride and Chief Joseph wanted to be
- A taken care of by others.
 - B exempted from rules.
 - C allowed to make choices.
 - D protected from difficulties.
- 20 How did being disappointed by those who should have been supportive affect Chief Joseph in "The Words of Chief Joseph" and Curt Pride in "The Loudest Cheer"?
- A Curt was able to continue pursuing his dream; Chief Joseph had to abandon his.
 - B Curt continued in baseball; Chief Joseph no longer spoke to United States officials.
 - C Curt decided to give up baseball; Chief Joseph returned to his former homeland.
 - D Curt changed careers; Chief Joseph became an advisor to the government.
- 21 Although they lived at different times and faced different problems, which word BEST describes Chief Joseph, Curt Pride, and the female heroes?
- A athletic
 - B obedient
 - C weak
 - D determined
- 22 "Heroes" and "the Loudest Cheer" demonstrated that
- A people need to realize when to give up.
 - B obstacles need not keep people from striving toward their goals.
 - C disabilities require that people who have them live differently from the rest of society.
 - D people like to have special attention from governmental agencies.

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- 23 The government in "The Words of Chief Joseph" and Curt's teammates in "The Loudest Cheer" were SIMILAR because they
- A disappointed the people who were depending on them.
 - B appreciated and supported those who were different.
 - C gave help to those who were in need.
 - D realized how hard life was for those who were different.
- 24 If Chief Joseph and Curt went out to speak to educators today, what would their message MOST LIKELY be?
- A Treat people with special needs differently from others.
 - B Treat all people honestly and with dignity.
 - C Keep people with disabilities from situations in which they may fail.
 - D Make the differences among people the primary focus for society.
- 25 Which of the following BEST describes the key people in ALL three selections?
- A dedicated
 - B observant
 - C confused
 - D defiant
- 26 Chief Joseph would MOST LIKELY say that Curt Pride should have
- A realized that his dream of being in the major leagues was impossible.
 - B known that his disability would keep him from being successful.
 - C expected special treatment from his teammates.
 - D received admiration because he overcame his difficulties.

-
- 27 The women in "Heroes," Curt Pride in "The Loudest Cheer," and Chief Joseph in "The Words of Chief Joseph" would MOST LIKELY agree that in difficult situations people must
- A ask for advice.
 - B wait for help.
 - C study the problem.
 - D rely on themselves.
- 28 Curt Pride in "The Loudest Cheer" and Chief Joseph in "The Words of Chief Joseph" would MOST LIKELY have admired the heroes in the article "Heroes" because they
- A wanted to be accepted by society.
 - B triumphed over obstacles in order to achieve their goals.
 - C stayed away from publicity.
 - D suffered with physical disabilities.

PART II

Response to the Reading Selections

DIRECTIONS

You will have 30 minutes to complete this part of the test. In this part you are being asked to write an extended response related to the reading selections you read in Part I. You may wish to go back and reread or skim the selections before you start Part II. You should keep in mind the focus of this test booklet: "Does understanding similarities and differences among people influence one's behavior?"

Using the ideas in all three of the reading selections, write a one- to two-page thoughtful response to the SCENARIO QUESTION in the box below. If needed, your own ideas and experiences may be used in addition to the ideas from the three reading selections. **You MUST reference information and/or examples from ALL THREE of the reading selections in your response to be considered for full credit (4 points).**

29 (4 points)

Scenario

Providing assistance (painting, shoveling snow, etc.) to senior citizens has been a community-service activity for members of the graduating class at the local high school for several years. On one of the work teams is a twelfth-grade student who is new to the school district. The new student thinks that although the project is good, it needs to be reorganized.

Members of the team are having difficulty with the new student's suggestions on changing how the team works together. The team's methods have been successful for a long time. As a result they do not give any major tasks to the new student.

Scenario Question

Should the other members of the work team be more receptive to the new member's ideas? Why?

The scoring guide that is used to score all written responses to the Michigan High School Test in Reading is on the last page of this Model of the Assessment. You may want to review it prior to writing your response.

Handwriting practice lines consisting of 20 horizontal lines.

Part II: Scoring Guide for the Response to the Reading Selections

Scorepoint

- 4 The student
- states a clear position in response to the scenario question;
 - demonstrates a clear and insightful application of common ideas, key concepts, and/or generalizations that connect the reading selections in support of the position;
 - provides at least one referenced example **from within each** reading selection that convincingly illustrates one or more big ideas, key concepts, and/or generalizations used to support the position taken. The examples must also directly connect the big ideas, key concepts, and/or generalizations **across at least two** of the reading selections; and
 - relates referenced examples **without** misconceptions.
- 3 The student
- states a clear position in response to the scenario question;
 - demonstrates an application of common ideas, key concepts, and/or generalizations that connect the reading selections in support of the position;
 - provides at least one referenced example **from within at least two** reading selections that convincingly illustrates one or more big ideas, key concepts, and/or generalizations used to support the position taken. The examples must also connect the big ideas, key concepts, and/or generalizations **across at least two** of the reading selections; and
 - may relate referenced examples with **minor** misconceptions.
- 2 The student
- responds to the scenario question but may not state a clear position;
 - demonstrates limited or vague connections among the common ideas, key concepts, and/or generalizations that connect the reading selection(s) and scenario in support of the position;
 - provides referenced example(s) **from within at least one** reading selection that clearly illustrate one or more big ideas, key concepts, and/or generalizations used to support the position taken but does not make a connection across reading selections;
- OR**
- provides limited but relevant example(s) **within one or more** of the reading selections and makes a vague and/or ambiguous connection **across at least two** reading selections; and
- may relate referenced examples with **major** misconceptions.
- 1 The student
- responds to the scenario question but may not state a clear position;
 - demonstrates a very superficial understanding of the relationships between or among the common ideas, key concepts, and/or generalizations that connect the reading selections to their response to the scenario question in support of the position;
 - provides referenced example(s) **from within at least one** reading selection that superficially illustrates one or more big ideas, key concepts, and/or generalizations used to support the position taken but does not make connections across the reading selections;
- OR**
- provides insignificant, superficial, or irrelevant examples **within one or more** of the reading selections and makes vague and ambiguous connections **across at least two** reading selections; and
- relates referenced examples with **major** misconceptions.

Not ratable if:

- A - No reference to the scenario/answered the focus
- B - Off-topic
- C - Illegible/written in a language other than English
- D - Blank/refused to respond
- E - Off task (student did NOT reference any of the three reading selections in his/her written response.)

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**MICHIGAN HIGH SCHOOL TEST
MODEL ASSESSMENT
READING
ANSWER KEY**

Within the Reading Selections

1.	B
2.	D
3.	A
4.	C
5.	A
6.	C
7.	D
8.	A
9.	B
10.	A
11.	C
12.	B
13.	A
14.	A
15.	C
16.	D
17.	C
18.	B

Across the Reading Selections

19.	C
20.	A
21.	D
22.	B
23.	A
24.	B
25.	A
26.	D
27.	D
28.	B